



HUMBOLDT STATE UNIVERSITY

University Senate

Revised AGENDA:

Tuesday, September 17, 2013, 3:00-5:00 pm, NHE 102 (Goodwin Forum)

1. Announcement of Proxies
2. Approval of and Adoption of Agenda
3. Approval of Minutes from the Meeting of [September 3, 2013](#)
4. Reports, Announcements, and Communications of the Chair
5. Reports of Standing Committees, Statewide Senators, and Ex-officio Members (Written reports included in packet)
6. [Consent Calendar](#) from the Integrated Curriculum Committee (ICC)
7. TIME CERTAIN: 3:15-3:30 PM – Open Forum for the Campus Community (Open Forum Procedures)
8. TIME CERTAIN: 3:30 PM – Discussion with Peg Blake, Vice President for Enrollment Management and Student Affairs
9. Discussion of [Proposal for the GEAR Director](#) position (Elisabeth Harrington, Chair, GEAR Committee)
10. Resolution Regarding the Appointment of a Faculty Trustee and the Addition of a Second Faculty Trustee to the CSU Board of Trustees ([#02-13/14-EX](#))

FACULTY SESSION:

11. Resolution on Amendment to Appendix J: "Committee on Faculty RTP Criteria and Standards" ([#01-13/14-FAC](#)) – [First Reading](#).

Kellie J. Brown, Photographer, from Marketing & Communications, has been invited to the meeting to take some photographs of senators, senate officers, and standing committee chairs, at the Senate meeting. The photos will be used for the Senate web pages. Put on your best smiles!

SUMMARY OF ACTIONS TAKEN AT THE MEETING ON SEPTEMBER 3, 2013:

No actions were taken.

Information about the University Senate is available online at: www.humboldt.edu/senate. Agendas, Packet Materials, Formal (Approved) Minutes, and approved Resolutions are available on the website. Questions? Contact the University Senate Office (x3657 or merry.phillips@humboldt.edu).

Chair Noah Zerbe called the meeting to order at 3:05 pm on Tuesday, September 3, 2013, in Nelson Hall East, Room 102 (Goodwin Forum). A quorum was present.

Members present: Abell, Alderson, Blake, Bloom, Bruce, Creadon, Dye, Eschker, Fulgham, Geck, Gold, Karl, Lopes, Mola, Moyer, Pierce, Shaeffer, Shellhase, Snyder, Stubblefield, Thobaben, Tillinghast, Virnoche, Wrenn, Young, Zerbe.

Members absent: Johnson, Richmond.

Guests: Cheyne, Mullery, Zechman, S. Smith, Burges, Ayoob, Grenot.

1. Announcement of Proxies

Proxies: Gold for Ortega.

2. Approval of and Adoption of Agenda

M/S/U (Abell/Bruce) to approve the agenda.

Senators introduced themselves around the table.

3. Approval of Minutes from the Meeting of May 7, 2013

M/S (Fulgham/Gold) to approve with minutes as written, with the correction of typos. Motion PASSED with 3 Abstentions.

4. Reports, Announcements, and Communications of the Chair

Chair Zerbe announced faculty vacancies on the following committees:

- Diversity and Inclusion Campus Advisory Council – the Council’s membership includes a “faculty liaison from the Campus Climate Committee.” Gregg Gold, chair of the 2012/2013 Campus Climate Committee served as the liaison last year. Since the Committee has been suspended, a new faculty liaison, preferably from the Senate, needs to be appointed. Senator Gold shared that service on the Advisory Council is an opportunity to participate in making changes and a difference on campus and he encouraged senators to volunteer.
- Faculty Affairs Committee (senator), 3-yr term
- Academic Policies Committee, 3-yr term
- Constitution and Bylaws Committee (3), 1- or 2-yr terms.

The following senators volunteered:

Faculty Affairs Committee – George Wrenn

Academic Policies Committee – Andy Stubblefield

Constitution and Bylaws Committee – Ken Fulgham, Jeremy Shellhase (for 1-yr term), Jeff Abell, and Steve Tillinghast.

[The names of the above volunteers were forwarded to the Appointments and Elections Committee and Staff Council, and appointments confirmed.]

5. Reports of Standing Committees, Statewide Senators, and Ex-officio Members (Written reports included in packet)

Appointments and Elections Committee (AEC) (Alderson): The committee will be reviewing the nominations from the call for faculty vacancies on committees. Senators were asked to encourage colleagues to submit nominations for service.

Constitution and Bylaws Committee (CBC) (Bruce): The Committee has lots on its “to do” list once it has enough members to begin working.

Faculty Affairs Committee (FAC) (Zerbe for Virnoche): The Committee has several items on its agenda, including implementation of electronic WPAFs, the committee to review department/unit RTP criteria and standards, evaluation of the current standardized core evaluation form, and review of the Faculty Awards process along with consideration of a new award.

Integrated Curriculum Committee (ICC) (Moyer): The ICC has met twice and is finishing up work from last semester. *Guidelines for Approving New Certificate Programs* were shared with the Senate Executive Committee last week and the ICC was advised to vet these with department chairs before bringing them to the Senate. The ICC reviewed the First Year Experience Task Force’s course proposal from spring 2013 and recommends that the proposal be forwarded to the GEAR committee to consider as it continues to work on a complete GE reform package.

Campus Senate Chairs (Zerbe): The listserv has been quiet – the only issue that has come up was a question about courses on Sikhism (eg, its availability in campus curriculums).

Academic Senate CSU (ASCSU) (Eschker): The first meeting will be in two weeks. The Governor has not yet appointed a faculty trustee, so the Board of Trustees is currently meeting without a faculty trustee.

Associated Students (AS) (Bloom): Associated Students Council positions are almost filled. AS leaders are looking forward to working with faculty this year and creating stronger connections between students and faculty.

HSU Labor Council (Tillinghast): The Council's first meeting is tomorrow. CSUEU is getting closer to a bargaining agreement and it looks hopeful that the proposed changes to healthcare requirements will be withdrawn and that it will include a salary increase.

California Faculty Association (CFA) (Shaeffer): Faculty salary increases that were funded will appear shortly and be retroactive to July. A successor bargaining survey will be coming out. It provides an opportunity for faculty to say what is important to them in the next round of bargaining.

Student Affairs and Enrollment Management (Blake): VP Blake reported on enrollment numbers (still tentative). The numbers are strong and as of today there are record numbers of total students, of FTE and California FTE. There are ca. 8,319 students compared to last year's total headcount of 8,155.

The RAMP mentoring program is in its second year. After the census date, the outcomes from the first year will be reported. VP Blake expressed appreciation to everyone who has continued to be involved with the program. This Fall, the Early Alert System will be implemented, focusing on first-time freshmen. More information will be coming out about these major initiatives.

Standing committee chairs and others were encouraged to submit written reports to be included in the Senate packet when possible, in order to save time at future meetings.

6. **Consent Calendar from the Integrated Curriculum Committee (ICC)** – There were no items.
7. **TIME CERTAIN: 3:15-3:30 PM – Open Forum for the Campus Community** – There were no speakers.
8. **TIME CERTAIN: 3:30 – Discussion with Elisabeth Harrington (Chair, GEAR Curriculum and Assessment Committee)**

Two documents were shared with the Senate for discussion: 1) a shortened version of the GEAR Committee's Action Plan Proposal and 2) a draft of HSU Baccalaureate Outcomes. The GEAR Committee would like feedback from the Senate on these documents as it makes plans to go forward.

Versions of these documents have been shared with the Senate Executive Committee, the ICC, and vetted with President Richmond, Provost Snyder, and Vice Provost Burges this summer.

Discussion:

Q: Why is Phase I, 1) "draft baccalaureate learning outcomes ..."? A: The committee members who attended a workshop in Vermont over the summer learned that it is important to start with the 'big picture' outcomes first and that they should not be exclusive, e.g., the GE outcomes will map to the baccalaureate learning outcomes.

Q: Phase I, 5) – how is this going to be transformed, as they currently exist within departments, to meet the GEAR learning outcomes? A: It is too early to say how this will be done or what it will resemble – there are many possibilities.

Q: How will existing frameworks be transformed? A: It depends upon the department. The committee doesn't have an exact picture of what it will look like for every student. The goal is to create several possibilities and the work is still in the beginning stages.

Q: Would the six baccalaureate outcomes replace the 30-plus GE outcomes that are in place now? A: The six baccalaureate outcomes would be overall HSU outcomes; there will still be GE outcomes that exist. There are two different set of outcomes feeding into the baccalaureate outcomes (the bigger picture). One of the first tasks is to try and reduce the number (37) of GE learning outcomes.

Q: There is concern/fear among the science departments that some of the units in higher division courses will be co-opted (stolen) for GE; is there a possibility that existing capstone courses may already meet the GE requirements? A: The committee recognizes that it's not a matter of getting rid of GE units. The goal is to incorporate them without adding on units.

Q: Are the six baccalaureate outcomes a re-working of the seven university-wide outcomes? A: Yes. Concern was expressed that so many of them are weighted towards GE.

Q: Has the role or function been established for the position named in Phase I, 6)? A: Yes, a proposal has been drawn up and will be shared with the Senate.

Q: Will it be an administrative or a faculty position? A: It will be a faculty position, with part-time teaching.

Q: Who is paying for the position? A? Academic Affairs will fund it, once it is well-defined and necessary. The earliest it will be needed is next spring. It will not be an MPP position.

HSU provides baccalaureate degrees; together GE and the Major provide a BA degree. Too much time is spent trying to co-opt each other. The question to ask is how can GE and the Major combine together to provide successful outcomes for students. Serious consideration needs to be given to how to alter courses on both the GE and the Major sides. There also needs to be more integration into the six baccalaureate outcomes, for example, writing across the curriculum.

Q: It would be helpful to see a picture of where GE is now and where it will be going – what is the vision? What is happening to the old parts of GE? A: The campus is still bound by the Executive Order and cannot change the content of the areas of GE. But the outcomes are developed locally. The goal is to integrate and augment, not to break down the old system.

Everyone was asked to keep in mind that this work is in the early stages and no one knows exactly what it is going to look like. Input is needed and senators were encouraged to share major concerns with the committee.

A suggestion was made to consider having courses that are part GE and part Major; otherwise departments will be up against the unit issue every time.

Professor Harrington invited continued comment from senators, which may be sent to her at eh15@humboldt.edu. The two documents just discussed will be shared with departments and the committee intends to vet everything it is proposing as widely as possible.

Chair Zerbe thanked Professor Harrington and the committee for all of the work that has been done so far.

It was suggested that the GEAR Committee be invited to report on its work and progress to the Senate on a regular basis.

9. Review of Senate Parliamentary Rules (Greg Young, Parliamentarian)

Senator Young provided some parliamentary highlights and reviewed some questions from last year.

Role of the parliamentarian:

- The parliamentarian should be someone you don't want to hear from. The role is to advise the chair, when asked by the chair. The parliamentarian does not issue rulings; the position advises chair and the chair makes the ruling
- Helps to keep track of motions, etc. for the minutes
- Is available to anyone for procedural questions, e.g., how to present something at a meeting, etc.

The Senate has two governing documents: a Constitution and the Bylaws and Rules of Procedure. Copies will be available as handouts at the next Senate meeting.

The Bylaws were revised last year and a revision of the Constitution was drafted and will be coming out for review.

The Bylaws include a Glossary the end. Senators were encouraged to take a look at the glossary and recommend additions to the Glossary to the Chair of the Constitution and Bylaws Committee (Richard Bruce).

The Senate can amend its own Bylaws. The requested change must be presented to the Senate at the first of two meetings, to be voted on at the second meeting.

The Senate may also have Standing Rules – which are codified and voted on. These can be overridden by a motion to suspend the rules.

The Senate's parliamentary authority is *The Standard Code of Parliamentary Procedure*, by Alice Sturgis, or commonly referred to as "Sturgis." The Senate Bylaws or standing rules trump Sturgis if there is disagreement among the documents.

Sturgis is designed to ensure that everyone has an equal voice and that everyone has an opportunity to participate freely. It is useful to read or peruse Sturgis. It is available online and there are copies in the Library. A brief summary of rules from Sturgis will be provided at the next Senate meeting.

Sturgis and the formerly used Robert's Rules of Order both provide rules of order, or a sequence for making motions. There are some differences between the two. For example, Robert's Rules allow for "calling the question" in order to end debate. Sturgis eliminates this practice and requires a motion "to end debate and vote immediately." Another motion commonly used in the past, "to postpone indefinitely," is also no longer used.

A motion "to suspend the rules" may apply only to the standing rules or to Sturgis. It may not apply to the Bylaws.

Resolutions come to the Senate via the Senate Executive Committee and will usually have two readings. The motion is brought to the floor, usually by the committee chair, discussed but not acted upon (no amendments) and returned back to the committee. The second reading discussion is limited to 3 pro and 3 con statements and/or questions/clarifications. Amendments may be made to the motion (i.e., the resolution), but not to attached documents (policies, etc.). If the committee has made changes to a second reading, the changes need to be approved as an amendment.

It was clarified that a resolution is considered a motion.

M (Fulgham) to adjourn. The meeting adjourned at 4:05 pm.

Faculty Affairs Committee: Report for September 17, 2013 Meeting of the University Senate / Prepared by Mary Virnoche, Chair, Faculty Affairs

The Faculty Affairs Committee meets Noon-1 Thursdays in BSS 402.

Faculty Affairs Subcommittee Meeting, September 5, 2013

Attending: Mary Virnoche (Chair), Nancy Dye, Monty Mola, Colleen Mullery, Benjamin Shaeffer, George Wrenn; Missing: Stephanie Burkhalter.

Faculty Affairs Subcommittee Meeting, September 12, 2013

Attending: Mary Virnoche (Chair), Stephanie Burkhalter, Nancy Dye, Monty Mola, Colleen Mullery, Benjamin Shaeffer, George Wrenn.

At the above meetings we developed the below agenda. Decisions noted in “completed business” below.

Running Agenda Amended at Subcommittee Meetings

1. Faculty Awards TIME CERTAIN: Noon

- A. Review Awards Process with input from Paul Cummings, 2012-13 Awards Chair
Applications too cumbersome for applicants and reviewers. Based our meeting with Paul, Faculty Affairs will revise materials required for applicants in consultation with Paul. Paul will attend our meeting on September 26 when when Mary V. will bring forward draft changes. We need to complete this process and bring it to the senate by early October to stay on schedule for this year’s awards cycle.
- B. Consider recommendation for new award to be added to give existing:
 - a. Excellence in Teaching Award - Lecturer
 - b. Excellence in Teaching Award - Tenure-line faculty
 - c. Scholar of the Year
 - d. Outstanding Service Award
 - e. Outstanding Professor Award
 - f. Excellence in Service Learning (would be award #6)
Mary contacted Annie Bolick Floss on 9-10-13 about how to address possible changes to award criteria. Annie asked that the changes be sent back to her committee that meets next week: Annie said that they followed criteria for other awards and she does not anticipate problems with simplifying criteria if requested to do so by faculty affairs.

2. Committee on Faculty RTP Criteria and Standards (Appendix J IX.A.1.d and 1.f)

- A. Update on Committee Membership: Merry put out another call again for six faculty members to join the three Dean designees and convene this committee. Mary V. has asked Dean’s for help in identifying members. Volunteers have been coming forward.
- B. Communicate with new committee to assist with commencement of work.

3. Electronic Anonymous Student Evaluations of Teaching

(Resolution #27-12/13-FAC): [Current Instrument Approved in Resolution #23-05/06-SA]

- A. Resolve #6: USHSU to Create Task Force that includes 3 Faculty members “to review the current standardized student evaluative instrument, recommend changes to the instrument, and report back to the Senate no later than the first regular Senate meeting of April, 2014.” Volunteers: Gregg Gold. We generated a list of other possible candidates and Mary V. will send email encouraging them to volunteer.
- B. Receive and Forward to University Senate for October 1, 2013 meeting the report from “Implementation Task Force” on Spring 2013 Pilot of Online Course Evaluations -- Richard Bruce will submit the report for committee discussion at the September 19, 2013 meeting. Mary will draft resolution to make online resolutions permanent.
- C. Communicate with Task Force on progress. Nancy Dye will be liaison.

5. Oversee implementation of electronic WPAF (resolution #25).

Phil Rouse working on IT side and will meet with us **September 19: TIME CERTAIN Noon**

5. Resolution on faculty presence. Tabled last year and we will take it back up.

6. Office hour policy consideration?

7. Appropriate “consultation” in hiring processes. Review language in personnel procedures and decide if additional language is needed to clarify.

COMPLETED BUSINESS

1. Committee on Faculty RTP Criteria and Standards (Appendix J IX.A.1.d and 1.f)

- A. Committee description for faculty handbook: As the UFPC is an administrative committee, Faculty affairs agreed to ask Merry to list the “Committee on Faculty RTP Criteria and Standards” as an administrative committee that reports to the Provost (Completed 9-5-13).
- B. The committee agreed to put forward a resolution to amend Appendix J and add the Associate VP for Faculty Affairs as an ex officio member of the committee. Text of resolution approved via email (9-11-13).

2. New Faculty -- Outside Department Mentors

Four new faculty members have requested outside mentors and have been successfully paired (9-12-11).

University Senate Chair’s Report (Zerbe):

The OAA Working Group met on September 11. We discussed the PREP process for the current year (timing, etc.).

A request has been made for agenda items for the October 19 CSU Academic Senate Chairs meeting. If you have an item you would like me to bring up with the other campus Senate Chairs, please let me know.

The Enrollment Working Group requested a representative from the Senate participate in that body. The Senate Executive recommended that the position should be filled by the Senate Chair.

Integrated Curriculum Committee (Moyer):

The ICC continues to meet as subcommittees to work on Curriculum proposals.

ICC Consent Calendar for September 17, 2013 (Note: See the General Meeting Guide (posted online with senate packet materials) for process for approving ICC items on the Senate Consent Calendar)

Please review the proposal information below prior to the Senate meeting. If you have questions, please go to the Nolij site for additional information on the proposals.

To Access the Nolij site, go to: <https://nolij.humboldt.edu> and login through 'MyHumboldt'. Click on "University Senate" (folder) for all items for Senate review. Firefox is recommended to access Nolij.

[Instructions for Accessing Nolij](#) – Further step-by-step instructions.

If, after reviewing the proposal information on Nolij, you have further questions about items, contact Cindy Moyer, ICC Chair.

These proposals are in Nolij:

13-081

Fisheries Biology Program Change - The Senate has now approved the Fisheries program as meeting the requirements for UD GE Area B. As a result, this program change, demonstrating that the Fisheries program now requires 120 units, should also be approved.

13-227

FISH 434: Biology of Pacific Salmon - add STAT 109 as pre-req because students need that STATs knowledge in order to succeed in the course.

13-229

SOC 682: Teaching Internship - change course description - the current course description indicates that the student's internship will involve teaching in SOC 201. The revised description will not specify in which course the teaching internship would occur.

13-037: New Course Proposal: ENVS 213: Organic Gardening

The Environmental Sciences and Management Department in collaboration with CCAT proposes a new course, ENVS 213 (Organic Gardening), which has been previously offered as a special topics course with adequate enrollment, ENVS 480. This course has been offered (and will continue to be per its approval) on an every semester basis and merits its own course designation. The course is 1 credit hour credit/no credit course, which is taught entirely by CCAT volunteers (faculty members are assigned the role as instructor for grading purposes with

no assignment of WTU). The syllabus demonstrates learning outcomes and how these will be achieved through hands-on instruction in the form of several outside of class projects. The course will meet 2 hours a week for 10 weeks, which maintains an excess of the 15-hour per semester in class time requirement. Additionally, the syllabus demonstrates several weekly projects and final projects that students are required to complete that are estimated to take at least 2 hours per week. These projects also demonstrate the required 30 hours per semester minimum outside class time for the number of units the course has. Additionally, it is requested by the ICC that the current course (ENVS 480 – Organic Gardening) is offered throughout the 2013/2014 academic year upon approval for Fall 2014, at which time it will become ENVS 213.

13-038: New Course Proposal: ENVS 214: Eco-craft

The Environmental Sciences and Management Department in collaboration with CCAT proposes a new course, ENVS 214 (Eco-craft), which has been previously offered as a special topics course with adequate enrollment, ENVS 480. This course has been offered (and will continue to be per its approval) on an every semester basis and merits its own course designation. The course is 1 credit hour credit/no credit course, which is taught entirely by CCAT volunteers (faculty members are assigned the role as instructor for grading purposes with no assignment of WTU). The syllabus demonstrates learning outcomes and how these will be achieved through hands-on instruction in the form of several outside of class projects. The course will meet 2 hours a week for 10 weeks, which maintains an excess of the 15-hour per semester in class time requirement. Additionally, the syllabus demonstrates several weekly projects and final projects that students are required to complete that are estimated to take at least 2 hours per week. These projects also demonstrate the required 30 hours per semester minimum outside class time for the number of units the course has. Additionally, it is requested by the ICC that the current course (ENVS 480 – Eco-craft) is offered throughout the 2013/2014 academic year upon approval for Fall 2014, at which time it will become ENVS 214.

13-039: New Course Proposal: ENVS 215: Urban Homesteading

The Environmental Sciences and Management Department in collaboration with CCAT proposes a new course, ENVS 215 (Urban Homesteading), which has been previously offered as a special topics course with adequate enrollment, ENGR 280. This course has been offered (and will continue to be per its approval) on an every semester basis and merits its own course designation. The course is 1 credit hour credit/no credit course, which is taught entirely by CCAT volunteers (faculty members are assigned the role as instructor for grading purposes with no assignment of WTU). The syllabus demonstrates learning outcomes and how these will be achieved through hands-on instruction in the form of several outside of class projects. The course will meet 2 hours a week for 10 weeks, which maintains an excess of the 15-hour per semester in class time requirement. Additionally, the syllabus demonstrates several weekly projects and final projects that students are required to complete that are estimated to take at

least 2 hours per week. These projects also demonstrate the required 30 hours per semester minimum outside class time for the number of units the course has. Additionally, it is requested by the ICC that the current course (ENVS 280 – Urban Homesteading) is offered throughout the 2013/2014 academic year upon approval for Fall 2014, at which time it will become ENVS 215.

13-040: New Course Proposal: ENVS 216: Green Building

The Environmental Sciences and Management Department in collaboration with CCAT proposes a new course, ENVS 216 (Green Building), which has been previously offered as a special topics course with adequate enrollment, ENGR 280. This course has been offered (and will continue to be per its approval) on an every semester basis and merits its own course designation. The course is 1 credit hour credit/no credit course, which is taught entirely by CCAT volunteers (faculty members are assigned the role as instructor for grading purposes with no assignment of WTU). The syllabus demonstrates learning outcomes and how these will be achieved through hands-on instruction in the form of several outside of class projects. The course will meet 2 hours a week for 8 weeks, which maintains an excess of the 15-hour per semester in class time requirement. Additionally, the syllabus demonstrates several weekly projects and final projects that students are required to complete that are estimated to take at least 2 hours per week. These projects also demonstrate the required 30 hours per semester minimum outside class time for the number of units the course has. Additionally, it is requested by the ICC that the current course (ENGR 280 – Green Building) is offered throughout the 2013/2014 academic year upon approval for Fall 2014, at which time it will become ENVS 216.

OAA#13-084 New course proposal – CHEM 128 – Introduction to Organic Chemistry

OAA#13-085 Program Change Fisheries Biology – Freshwater and Marine options

OAA#13-087 Program Change -- Wildlife - Conservation Biology and Applied Vertebrate Ecology options

Chemistry 128 [3 units]

The proposed course, Chemistry 128 Introduction to organic chemistry, is an organic chemistry course designed for natural resource majors. The current situation is that Fisheries (Freshwater and Marine options) and Wildlife (Conservation Biology and Applied Vertebrate Ecology options) take CHEM 107 Fundamental of Chemistry [4 units] and CHEM 328 Brief Organic Chemistry [4 units]. CHEM 328 is designed for biology students. The course focuses on organic chemistry in the context of the biology major and is taught at a level and depth that is greater than required for the natural resource major. The proposed CHEM 128 class would present organic chemistry in the context of natural resources and with the appropriate level and depth of coverage.

Additionally, potential changes to the chemistry prerequisite sequence for CHEM 328 would place wildlife and fisheries majors at a disadvantage in CHEM 328. The proposed course

eliminates this difficulty, presents organic chemistry in context of the natural resource major and reduces unit totals of these natural resource majors.

Previously natural resource majors took CHEM 105/CHEM 106 instead of CHEM107/CHEM 328 which was a better fit for their needs. When the nursing program was discontinued, chemistry 105/106 was cancelled. A new course CHEM 128 is proposed rather than reinstating 106 because the course will be in the context of natural resources and will not be a GE course.

The proposed course will make articulation with chemistry classes at community colleges less confusing because the proposed course has a number designating a lower division class (CHEM 128) rather than an upper division class CHEM 328.

OAA#13-085 Program Change Fisheries Biology – Freshwater and Marine Options
OAA#13-084 New course proposal – CHEM 128 – Introduction to Organic Chemistry

Program Change Fisheries Biology – Freshwater and Marine Options

This program change proposes that Fisheries Biology (Freshwater and Marine options) require the newly proposed CHEM 128 instead of CHEM 328. Both departments involved, Fisheries and Chemistry, agree this proposed course is a better fit for the fisheries major (see the reasoning in the new course proposal OAA#13-084 which proposes CHEM 128)

OAA#13-087 Program Change Wildlife - Conservation Biology and Applied Vertebrate Ecology Options

OAA#13-084 New course proposal – CHEM 128 – Introduction to Organic Chemistry

Program Change Wildlife - Conservation Biology and Applied Vertebrate Ecology Options

This program change proposes that Wildlife (Conservation Biology and Applied Vertebrate Ecology Options) require the newly proposed CHEM 128 instead of CHEM 328. Both departments involved, Wildlife and Chemistry, agree this proposed course is a better fit for the Wildlife major (see the reasoning in the new course proposal OAA#13-084 which propose CHEM 128)

OAA#13-110 and OAA#13-112 Oceanography Program changes

OAA#13-110 Oceanography Major satisfies GE upper division Area B

OAA#13-112 Reduction of units to comply with 120 unit cap

OAA#13-110 Oceanography Major satisfies GE upper division Area B

The upper division classes required for an oceanography degree satisfy the Area B Student Learning Outcomes (SLOs) and so should satisfy the Upper Division Area B requirement. The oceanography department proposal demonstrates the upper division curriculum covers the GE

Area B SLOs and they have an assessment plan to verify the effectiveness of their courses in meeting these SLOs.

OAA#13-110 and OAA#13-112 Oceanography Program changes

OAA#13-110 Oceanography Major satisfies GE upper division Area B

OAA#13-112 Reduction of units to comply with 120 unit cap

OAA#13-112 Reduction of units to comply with 120 unit cap

The oceanography major has two different pathways which currently require:

Group 1: (MATH 109, MATH 110, MATH210, (STAT 108 or STAT 109), PHYX 109, PHYX 110

Group 2: (MATH 105, MATH 205 (STAT 108 or STAT 109), PHYX 106, PHYX 107 and one additional course in MATH, STAT or CS

In addition to satisfying the upper division Area B GE requirements with course work inside the major the oceanography department proposes:

- 1) Eliminating the statistics requirement for group 1 but retaining it for group 2.
- 2) Eliminating the additional course in MATH, STAT or CS areas for group 2
- 3) Changing number of electives from 10 to 11 for group 1 and from 10 to 13 for group 2

The proposal makes it clear that these changes will decrease student learning but that the changes listed have been carefully designed to “sacrifice the fewest learning objectives within the program.”

OAA#13-115 Chemistry (Biochemistry option) Program Change -- Major satisfies GE upper division Area B (needed to comply with 120 unit cap)

The upper division class work required to earn a Chemistry degree (Biochemistry option) satisfies the Area B Student Learning Outcomes (SLO) and so should satisfy the Upper Division Area B requirement. SLO 1 and SLO 2 are met in multiple classes and SLO3 (value systems and ethics) is covered in CHEM 341 Quantitative analysis. In particular, professional ethics and standards are developed in the context of the chemistry profession using real world examples so that the students clearly understand their professional responsibilities with regards to ethical behavior.

While the content satisfying the upper division GE Area B SLOs has always been included in the Biochemistry major, the need to assess the coverage of these SLOs has not been a necessity until now. To assess these SLOs the Chemistry department proposes starting with the Science Literacy Survey and adjusting the assessment plan as needed to insure the students are meeting the GE SLOs.

13-119: Physics & Astronomy (Physics Emphasis) Program Change to Satisfy UD Area B GE Requirement and alleviate excess units past 120.

The Department of Physics & Astronomy requests to have their major program satisfy Upper Division Area B General Education (UDB GE) requirement. Upon completion of the major contract the UDB GE requirement will be fulfilled, which will reduce the total number of required units by 3 and alleviate the excess units past 120. Generally, Physics is confident the learner outcomes of UDB GE are more than satisfied in the completion of the Physics major contract. They have provided ample evidence for each learner outcome (summarized below) of UDB GE in the form of various courses (which are all required regardless of option) and their associated activities – syllabi are provided that support these claims. Additionally, students will be given the Science Literacy Surveys as pre and post-tests to assess if learner outcomes have been achieved.

Outcome B1: Students will be able to apply scientific concepts and theories to develop scientific explanations of natural phenomena.

PHYX 320 & PHYX 450

Outcome B2: Students will critically evaluate conclusions drawn from a particular set of observations or experiments

PHYX 320

Outcome B3: Students will discuss value systems and ethic associated with scientific endeavors

PHYX 485

In addition to the satisfaction of UD Area B GE, several other changes are proposed to the Physics & Astronomy (Physics Emphasis) major program to alleviate excess units past 120 units. These changes are summarized below.

Drop MATH 314 (partial differential equations, PDE): Basic PDE operations are covered in several aspects of the physics curriculum. Additionally, PHYX 340 (Mathematical & Computation in the Sciences) will be re-instated, which will cover material that is more useful for a Physics Major than mechanical brute force mathematics (i.e. PDEs). This will reduce total units by 3.

Add PHYX 340 (Mathematical & Computation in the Sciences): Per dropping MATH 314, PHYX 340 will be re-instated. Increases total units by 2.

Change PHYX 441, 442, & 443 to PHYX 441 & 442: Historically the 441-443 sequences was a 3 unit, 2 course sequence (i.e. 441 & 442); however, was changed to current three course

sequence to make scheduling more facile. At the outset, this has made scheduling more difficult; therefore, the 2-course sequence is proposed to be re-instated. No change in units.

Overall, these changes will reduce the Physics (Physics emphasis) by 4 units, making the major program 118 units in total.

13-120: Physics & Astronomy (Astronomy Emphasis) Program Change to Satisfy UD Area B GE Requirement and alleviate excess units past 120.

The Department of Physics & Astronomy requests to have their major program satisfy Upper Division Area B General Education (UDB GE) requirement. Upon completion of the major contract the UDB GE requirement will be fulfilled, which will reduce the total number of required units by 3 and alleviate the excess units past 120. Generally, Physics is confident the learner outcomes of UDB GE are more than satisfied in the completion of the Physics major contract. They have provided ample evidence for each learner outcome (summarized below) of UDB GE in the form of various courses (which are all required regardless of option) and their associated activities – syllabi are provided that support these claims. Additionally, students will be given the Science Literacy Surveys as pre and post-tests to assess if learner outcomes have been achieved.

Outcome B1: Students will be able to apply scientific concepts and theories to develop scientific explanations of natural phenomena.

PHYX 320 & PHYX 450

Outcome B2: Students will critically evaluate conclusions drawn from a particular set of observations or experiments

PHYX 320

Outcome B3: Students will discuss value systems and ethic associated with scientific endeavors

PHYX 485

In addition to the satisfaction of UD Area B GE, several other changes are proposed to the Physics & Astronomy (Astronomy Emphasis) major program to alleviate excess units past 120 units. These changes are summarized below.

Drop MATH 314 (partial differential equations, PDE): Basic PDE operations are covered in several aspects of the physics curriculum. Additionally, PHYX 340 (Mathematical & Computation in the Sciences) will be re-instated, which will cover material that is more useful for a Physics Major than mechanical brute force mathematics (i.e. PDEs). This will reduce total units by 3.

Add PHYX 340 (Mathematical & Computation in the Sciences): Per dropping MATH 314, PHYX 340 will be re-instated. Increases total units by 2.

Change PHYX 441, 442, & 443 to PHYX 441 & 442: Historically the 441-443 sequences was a 3 unit, 2 course sequence (i.e. 441 & 442); however, was changed to current three course sequence to make scheduling more facile. At the outset, this has made scheduling more difficult; therefore, the 2-course sequence is proposed to be re-instated. No change in units.

Drop GEOL 460 (Solid Earth Geophysics): This course has been offered once since the creation of the astronomy option 5 years ago. Students are introduced to planetary geophysics in PHYX 360 (Stars and Planets). This reduces total units by 3.

Overall, these changes will reduce the Physics (Astronomy emphasis) by 7 units, making the major program 120 units in total.

DRAFT Proposal for new GEAR Director position at HSU

September 12, 2013

GEAR Committee

Rationale: After participating in the 2013 AAC&U Summer Institute for General Education and Assessment, the members of the current HSU GEAR committee have learned that many institutions employ at least a part-time Director of General Education, who is also most often a faculty member. As the Institute mentor for HSU, Dr. Gail Evans (AAC&U faculty member, former Dean of Undergraduate Studies-San Francisco State, and recent WASC accreditation team member to HSU) concluded that a General Education Director position of at least .4 time was integral to the successful implementation of GEAR curriculum reform and a meaningful and sustainable system of assessment. The new Director of GE will serve as the central campus figure responsible for GEAR curriculum, providing leadership to increase GEAR visibility on campus and advocating for the importance of an integrated and cohesive general education curriculum. This leadership will also improve faculty understanding of and cooperation with the assessment of GEAR courses.

Responsibilities:

- Coordinate all aspects of the General Education Program (GEAR) including:
 - Assessment
 - Course development
- Program review and reporting to the Provost and Vice President of Academic Affairs
- Advocate for the importance of GEAR curriculum by communicating:
 - GEAR courses as central to student success at HSU
 - Relationship between GEAR and the HSU brand
 - Integration of GEAR with the HSU Vision and Mission
 - GEAR as a vehicle to promote a common cause across academic fields

Specific duties:

A part time Director of GEAR Curriculum will:

- chair meetings for and assure the progress of the GEAR Committee
- complete annual program review of GEAR curriculum and assessment
- serve as a resource for students and faculty regarding the transfer of general education courses as consistent with Exec. Order No. 1065
- serve as *ex officio* member of the Academic Policies and Integrated Curriculum Committee (ICC)

A full time Director of GEAR Curriculum will also:

- work with Deans, Department chairs, faculty and other campus constituents to establish and maintain an effective distribution model for GEAR

- work with Deans, Department chairs, faculty and other campus constituents to establish and maintain an effective assessment plan for GEAR courses
 - represent Humboldt State at state articulation and transfer meetings
 - maintain the GEAR web page (either directly or in consultation with technology specialist)
 - work with the Institutional Research Analyst and Director of Educational Effectiveness to conduct research regarding general education
 - prepare catalog statements for GEAR curriculum
 - attend meetings of the University Senate
 - represent GEAR at meetings of Deans other campus leaders as appropriate
 - represent GEAR at meetings of Department chairs as appropriate
 - promote scholarship in general education by participating in national organizations regarding general education, e.g., the Association of General and Liberal Studies, the Council for the Administration of General and Liberal Studies, and the American Association of Colleges and Universities
 - be involved in summer orientation and advising of new students
 - work effectively with Academic Programs, Student Life, Office of International Students and other co-curricular offices to provide excellent services for students
-

References:

Position Search: Director-Center for University Studies and Programs (Cusp), First Year and Pre-Major Program at the University of Washington, Bothell
Internal search for a full-time faculty to serve as the Director of its Center for University Studies and Programs (CUSP) for an academic year appointment plus three months of summer, beginning in summer, 2012 (Contact: Andrea Kovalesky, Chair-CUSP)

Job Description: Core Curriculum Director-Goshen College:
Detailed job summary outlining duties of the Core Director (Contact: Ross Peterson-Veatch, Core Director)

Job Description: GE Director at Shawnee State, Ohio
Detailed job summary outlining duties of the half-time GE Director, also a faculty member (Contact: Philip Blau, GE Director and Professor of Mathematics)

AAC&U Text: [Avoiding the Potholes of General Education Reform](#), by Gaston and Goff
Stresses the importance of visible leadership, in addition to dedicated resources, and campus-wide support for and ownership of GE curriculum

Humboldt State University
University Senate

**Resolution Regarding the Appointment of a Faculty Trustee and
the Addition of a Second Faculty Trustee to the CSU Board of Trustees**

#02-13/14-EX - September 17, 2013

Resolved: That the University Senate of Humboldt State University (USHSU) affirm the importance of a California State University (CSU) Faculty Trustee to university shared governance; and be it further

Resolved: That the USHSU urge Governor Brown to appoint a Faculty Trustee in time for the Faculty Trustee to participate in the September CSU Board of Trustees Meeting; and be it further

Resolved: That the Academic Senate of the California State University (ASCSU) request that the CSU Board of Trustees recommend to the Governor the addition of a second faculty trustee to the Board with a term of appointment staggered with that of the current faculty trustee; and be it further

Resolved: That this resolution be distributed to Governor Brown, the CSU Board of Trustees, Chancellor White, the ASCSU, and campus Academic Senates.

Rationale: *The Faculty Trustee is a significant part of effective shared governance in the CSU system. The Academic Senate CSU (ASCSU) forwarded to nominees for CSU Faculty Trustee to Governor Brown on March 21, 2013. To date the governor has not appointed a Faculty Trustee, leaving CSU faculty without their legitimate voice in Board matters. If the governor does not act before the September Board meeting, two meetings will have passed without a Faculty Trustee present.*

The addition of a second faculty trustee with a staggered term would eliminate situations where a vacancy due to a delay in the appointment of a single faculty trustee, or for any other reason, would mean the Board would not benefit from the wisdom and perspectives of a current faculty member. It would also provide for a second faculty perspective on the numerous and diverse issues in a system with over 22,000 faculty and 410,000 students. It would also allow for the mentoring of newly appointed faculty trustees by a sitting faculty trustee.

[The text of this resolution is from a Sonoma State University Academic Senate resolution, passed unanimously on 9/12/13).

University Senate:

No further action required.

**Humboldt State University
University Senate**

**Resolution on Amendment to Appendix J
“Committee on Faculty RTP Criteria and Standards”**

#01-13/14-FAC - September 17, 2013 – First Reading

RESOLVED: That the Faculty Session of the University Senate of Humboldt State University (USHSU) approves the underlined addition to Section IX.A.1.d of Appendix J (below) be forwarded to the General Faculty for a vote of acceptance or rejection; and be it further

RESOLVED: That this change to Appendix J become effective immediately upon approval by the General Faculty.

Appendix J, Section IX.A.1.d:

Departments/units shall submit criteria and standards for approval by the Committee on Faculty RTP Criteria and Standards. The committee shall be comprised of the college deans (or designees), the Associate Vice President for Faculty Affairs (ex officio) and six tenured faculty, with at least one from each college. Preference given to faculty who have experience at the UFPC or CBC level. Appointments to the committee shall be made by the Senate Appointments and Elections Committee in consultation with the UFPC.

Rationale: The AVP for Faculty Affairs is an important resource when considering the framework of Appendix J and union concerns. Immediate AVP input would likely assist the committee in moving forward proposed standards. This change to Appendix J will not affect any criteria, policies, or procedures in place in Appendix J during the current review cycle.

University Senate:

General Faculty:

President Richmond: